

**Durham College Accessibility Plan 2013-2014**

**Year Eleven**

**Expecting Diversity, Embracing Inclusion**

September 2013

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## **Acknowledgement**

This writer was contacted by former Vice President, Student Affairs, Margaret Greenley 11 years ago to discuss writing the newly required Accessibility Plan for Durham College. Since that time, the college has established itself as a leader in accessibility planning in the province. The success that the institution has realized (evidenced in the pages that follow and in the plans of previous years) has some wondering how Durham College has managed to achieve so much in a relatively short period of time. As one who has been involved with the documentation of the institution's accessibility efforts since the inception of formal planning in 2002, I would like to humbly suggest that the now retired, Vice President of Student Affairs, Margaret Greenley features significantly in the answer to that question. Margaret's persistent passion and steadfast commitment toward the creation of a collective conscience on campus that considers accessibility as part of its everyday business has led the way in breathing life into what might have been a lifeless legislative requirement. Because it has grown to become a living thing that now breathes through a sufficient number of managers, employees, faculty and students on campus so as to be self-sustaining, there is great hope that it will continue to thrive in the absence of the one who first gave it life.

Thank you Margaret.

## Introduction

The Ontario government has made a concerted effort in recent years to improve access to post-secondary education for students with disabilities (McCloy, U. & DeClou, L., 2013). The introduction of the Accessibility for Ontarians with Disabilities Act (AODA) in 2005 has required institutions to remove barriers that limit an individual's opportunity to experience success in their pursuit of higher learning. Additionally, the 2005 Postsecondary Review titled "Ontario: a Leader in Learning" recommends that reaching students with disabilities become a priority for the province (Rae, 2005). These legislative changes and provincial discussions, coupled with an increased societal sensitivity toward accessibility issues, have contributed to an increase in the enrollment of individuals with disabilities in Ontario's colleges (Colleges Ontario, 2011). Notably, disabilities in the area of mental health represent the fastest growing segment of this population (Colleges Ontario, 2012).

The culture of accessibility that has been established at Durham College has readied the institution to meet this growing need. Durham College's commitment to the student experience as expressed explicitly in its mission statement and reflected in its core values which speak to respect, dignity, equal access and diversity (Strategic Plan, 2013) has been a powerful platform upon which a devotion to the accessibility planning process has been built. Institutional principles combined with the continued commitment of the campus community have underpinned the college's path to becoming a recognized leader in accessibility; a status confirmed in 2010 when the Ministry of Community and Social Services profiled the institution as a model of best practice.

Achievements of the 2012-13 planning year continue to showcase Durham College as a driving force in accessibility planning. The training program developed by the Centre for Faculty Enrichment (CAFÉ) in universal design in learning (UDL), titled Accessible Instruction for Educators, was delivered to over 500 full and part time faculty and has been stamped the gold standard by the provincial college community. Additionally, Human Resources is moving toward universal design (UD) in recruitment to ensure equal opportunity in employment processes and has incorporated accessibility criteria into their annual Employee Award of Excellence. The Centre for Students with Disabilities (CSD) realized record numbers in their *Transitions* program and received the Canadian Hearing Society Accessibility Award for outstanding commitment to accessibility for students who are deaf, deafened or hard of hearing. And from a leadership vantage point, The AODA Steering committee comprised of the Vice President, Academic, Vice President, Human Resources and Vice President, Student Affairs, continued to oversee and ensure timely implementation of AODA initiatives.

These various highlights illustrate a campus culture wherein consideration for accessibility has been successfully decentralized. Durham College has leaders in key positions throughout the institution, all who understand accessibility as their responsibility. The collective accessibility conscience, first aspired to in 2002 has been established. This pervasive accessibility awareness enables the college to shift to a new vision for the present planning year; one that moves from an accessibility agenda per say to a broader approach based on the expectation of diversity and a plan for widespread wellness. It is a far-reaching vision that puts human rights

and inclusion at the forefront and emphasizes universal design both in the built and learning environments. Expecting diversity means advancing the accessibility framework beyond one that responds to the disability needs of students, employees and faculty to one that anticipates those needs and builds systems wherein they are naturally met.

Accordingly, the objectives for the 2013-2014 planning year are threefold: to develop and implement a comprehensive Wellness Promotion Strategy, to develop and implement a Communication Plan that raises awareness of the inclusive approach to planning and programming and the ongoing implementation of the latest phase of AODA requirements.

The accessibility mindset at Durham College, first rooted in 2002 has matured. It has grown to become a lens through which campus life, learning and initiatives are viewed. To strive toward a campus where inclusivity is ubiquitous is the next phase in the college's accessibility planning. It signifies the merging of accessibility planning with the college's core values and establishes a vision for a campus where the need for individuals to request support in their pursuit of success is eliminated. A supportive system would become the standard. Dignity would be upheld. Ten years of accessibility planning has prepared Durham College for this challenge.

## **The Year in Review: Toward the Accessibility Objectives of 2012-2013**

In the 2012-2013 planning year, the college sought to renew its promise to be accessible: to continue toward legislated requirements while recognizing and maintaining its internal mandate to attend to the specific accessibility needs of its own campus community and to continue to nurture the collective commitment to accessibility. To this end, its objectives were to meet Integrated Accessibility Standards Regulations (IASR) requirements for the 2013-2014 year, to develop and implement a Mental Health Strategy and to conduct a review of the annual Accessibility Advocate Award. Progress made toward each of these 2012-2013 objectives is summarized below.

### **Objective 1: AODA Implementation**

AODA is focused on ensuring the accessibility rights for people living with disabilities in Ontario. To this end, it has developed five standards that outline accessibility requirements for public and private organizations that provide goods and services to the public. The Customer Service Standard was the first to be implemented followed by the Information and Communication, Employment and Transportation and Built Environment standards which have been harmonized into one regulation known as the Integrated Accessibility Standards (IASR). The requirements for IASR are being rolled out with compliance deadlines ranging from January 2012 to January 2025. As part of the 2012-2013 Accessibility Plan, Durham College endeavoured to meet requirements whose deadlines were within the 2013-2014 timespan. This objective was organized according to the following goals: IASR 2013-2014 Compliance, Development of Diversity 2.0 Initiative, UDL Awareness and Training and Implementation of Recommendations from Customer Service Standard Review developed in 2012.

#### Integrated Accessibility Standards Regulations (IASR) 2013-2014 Compliance

The AODA Steering Committee comprising of Vice President Academic, Vice President Student Affairs and Vice President Human Resources, first established in 2012, continued to oversee AODA Integrated Standards requirements, many of which were implemented and reported in the 2011-2012 accessibility plan. Highlights of the continued rollout of these requirements included the development and approval of a multiyear AODA plan in September 2013 and the revision of the Accessibility and Academic Accommodation for Students with Disabilities policies to reflect the priority of inclusive design over the traditional accommodation focus.

In regards to feedback requirements, Durham College instituted a new centralized feedback system titled *DC Cares* which enables individuals to communicate with the college via email, online or paper. Since its launch on January 12, 2103, the *DC Cares* website has received 18, 588 hits and the system has received 794 submissions. Further feedback developments included the creation of Key Performance Indicator (KPI) surveys in an accessible format.

Educator training requirements were met as an online accessibility training module titled *Accessible Instruction for Educators*, was developed by CAFÉ and delivered to over 500 full and part time faculty. This self-paced training module which was developed collaboratively with

UOIT, was designed to help faculty adapt to AODA requirements and to be as inclusive as possible in their approach to instruction. The module includes text and video components along with links to external resources and a concluding self-assessment. The success of the *Accessible Instruction for Educators* module has put Durham College ahead of the curve for such training provincially and the college has received many requests from other colleges to share the tool. All who aspire to teach full time at Durham College will participate in this module, thereby ensuring future faculty knowledge on universal design principles in the classroom.

### Diversity 2.0 Initiative

In 2007, the college instituted a Diversity Office with a mandate to promote an environment of inclusiveness and engaged concern on campus. Since inception, the office has developed initiatives such as the annual Pangea Cultural Fair, International Education week, the ongoing RESPECT campaign and countless events all aimed to encourage an educational environment where each individual has the opportunity to achieve success free of attitudinal bias.

On November 19, the Diversity Office delivered a presentation titled *Diversity 2.0* to over 70 students and staff. The discussion focused on the demographic shifts in Canada, how the concept of diversity is changing and how it impacts campus life.

### Continue UDL Awareness and Training

CDS and CAFÉ made great advances toward UDL awareness and training in the 2012-2013 year. CSD completed the development of a *Faculty Guide for Facilitating Inclusion* that will be made available on the college's internal website in Fall 2013. Further, the Director of CSD facilitated training sessions for faculty in all programs at both September and January term start-ups. Additionally, as discussed above, CAFÉ developed an online training model that emphasizes universal design in learning which has been embedded in the teaching certificate program, ensuring that all faculty pursuing the teaching certificate are trained in UDL principles.

### Implement Recommendations of Customer Service Standards Review

As part of its own audit of its AODA Customer Service Standard compliance efforts, Durham College developed a list of recommendations for improvements in the area of customer service. The college endeavoured to implement these recommendations as part of the 2012-2013 planning year. Achievements toward this goal include the addition of AODA links and information on the college's accessibility website and on ICE, visible placement of service disruption notices on the college's website, an updated Policy Development Policy to prioritize AODA considerations in the writing of all college policy and the establishment of a streamlined college feedback system titled *DC Cares*.

## **Objective 2: Develop and Implement a College Mental Health Strategy**

The mental health of postsecondary students is of ever increasing concern across Canada. In 2005, The Canadian Counseling Centre Survey reported a 92% increase in students with severe psychological problems, 89% increase in the severity of mental health issues and a 97% increase in the number of counseling centre clients taking psychiatric medication since the year 2000 (as cited in COU, 2008). These national statistics regarding mental on Canada's college campuses are echoed at Durham College (AFSD, 2013). In an effort to support mental health on campus and to introduce initiatives to raise mental health awareness, Durham College aimed to develop and implement a college mental health strategy. This objective involved the following goals: Establishing a Mental Health Subcommittee, Developing Destigmatization Initiatives in the area of mental health and creating a program for Mental Health Professional Development.

### Mental Health Subcommittee

A subcommittee consisting of members of the larger Accessibility Working Group was assembled in Fall 2012. This subcommittee, assisted by a student who developed and implemented a campus mental health survey, conducted preliminary research into the state of affairs of mental health at Durham College and examined the programming and supports that are currently in place. The critical information provided by this report will inform future wellness planning initiatives.

### Mental Health Destigmatization Initiatives

Efforts to destigmatize mental health issues are ongoing at Durham College. To advance this goal in the 2012-2013 planning year, the Campus Health Centre (CHC) provided students and faculty with a free subscription to an e-magazine titled "MyHealth" that is designed both to provide information and to promote discussion on issues concerning health and wellness through a series of interactive, online resources. The links to this online publication for students ([student.myhealthmagazine.net](http://student.myhealthmagazine.net)) and educators ([educator.myhealthmagazine.net](http://educator.myhealthmagazine.net)) are posted on the college's Accessibility page

Further, Durham College held its annual Mental Health Awareness Day on September 27 2012, an event initiated in October of 2010, to increase awareness of mental health issues and the available campus and community supports. Durham College was joined by 11 community agencies such as Durham Mental Health Services, Lakeridge Health, Canadian Mental Health Association and the YWCA of Durham Region for this event. Presentations and workshops on topics such as anxiety, time management, substance abuse and the restorative effects of yoga were delivered by the college's expert partners in the mental health community.

### Program for Mental Health Professional Development

The director of the CSD successfully completed courses required to become a Certified Mental Health First Aid (MHFA) trainer. MHFA provides assistance to a person developing a mental health problem or experiencing a mental health crisis. Like traditional first aid, the overall purpose of MHFA is to save lives. Specifically, the program aims to: preserve life where a person may be a danger to themselves or others; provide help to prevent the mental health

problems from developing into a more serious state; promote the recovery of good mental health; and provide comfort to a person experiencing a mental health problem (Mental Health Commission of Canada, 2011). As a certified trainer, the director of CSD will begin in-house training on MHFA for employees and faculty in Fall 2103. This training will help to improve the mental health literacy of faculty and will provide them with the skills and knowledge necessary to help others (both students and colleagues) to manage potential or developing mental health problems.

Additionally, Associate Deans, Academic Advisors and staff from the VP Student Affairs office, participated in a series of webinars relating to mental health that were offered by both the Canadian Association of College and University Student Services (CACUSS) and the Canadian Mental Health Association (CMHA) between October 2012 and April 2013. The focus of these webinars was the development and implementation of campus mental health initiatives to promote wellness within the campus community.

### **Objective 3: Review of Accessibility Advocate Award**

Durham College began the tradition of conferring an Accessibility Advocate Award in the 2006 academic year. This award was developed in reflection of the college's commitment to build an environment that puts accessibility at the forefront. In the 2012-2013 planning year, the college aimed to review the ways in which this award is profiled, conveyed and conferred. To this end, a working group consisting of representatives from Human Resources, CSD and the Office of VP of Student Affairs, was established. After careful consideration of the intent of this award in light of the college's core values, it was determined that recognition for accessibility would best be captured as a component of the criteria for the existing Employee Award of Excellence. The amalgamation of these once distinct awards promotes the notion that commitment to accessibility is not achieved in isolation; it is an integral part of what it means to be an outstanding employee at Durham College. Adding accessibility criteria to the existing employee award signals the further integration of accessibility concerns with existing college initiatives. The Employee Award of Excellence calls for nominations in the spring of each year and is awarded at the annual Staff Appreciation Night in October.

### **Other Achievements**

While the above achievements relate to the specific planning objectives of the 2012-2013 year, the college has realized several additional accessibility successes that reflect the institution's ongoing commitment to the planning process and to the established, long-standing goals of previous years. The following additional achievements are listed alphabetically.

#### Centre for Students with Disabilities

The CSD is thoroughly committed to ensuring inclusive design in the delivery of its services to students and they realized significant progress in this regard in the 2012-2013 planning year.

The CSD has moved to optional online, self-service for each of its accommodation renewals, peer note taking requests, and test registration services. Also, assistive technologists began using Teamviewer software to assist students using remote access technology. With the student's permission, CSD remotely log-on to a student's computer in order to assess and repair software problems. This approach allows for timely support to students without the requirement of an in-person appointment. The addition of SKYPE as an option for CSD appointments, wherein students connect in real-time to CSD staff via their computer screens, further reduces the need for students to be physically present in the CSD office to receive support.

CSD experienced growth in many areas of its operations. A third peer mentor was added to the Peer Mentoring program, drop-in sessions were added in the Adaptive Technology lab, and student participation in the Transitions program reached an all-time high of 88 attendees last year. Additionally, CSD facilitated 14 information sessions for prospective students over the course of the academic year in collaboration with March of Dimes, the Durham District School Board, the Durham Catholic District School Board and the York Region District School Board. CSD continued the established partnership with the Campus Career Centre in order to advance the Strengths Based Career Planning program. Plans to conduct research on the efficacy of this program, which merges career aptitude inventories with counselling and planning support, were set forth in the past year. The CSD's partnership with the Canadian Hearing Society (CHS), now four years old, strengthened as the number of students who are deaf, deafened or hard of hearing continues to rise at Durham College. CSD staff members were honoured by the CHS in 2013 for their outstanding commitment to accessibility for this group of students. Other honours of 2013 include the Regional Assessment and Resource Centre recognizing Durham College's CSD assessment processes as a best practice in the college system.

Finally, CSD continues to be committed to the professional development of its staff members with individuals attending various conferences hosted by organizations such as the College Committee on Disability Issues (CCDI), Ontario University and College Health Association (OUCHA), Regional Assessment and Resource Centre (RARC) and the Inter University Disability Issues Association (IDIA) on topics pertaining to Mental Health and Human Rights, the Digital Divide for Students with Disabilities, Mapping Student Continuums of Care and Information and Privacy in the Circle of Care.

#### Ministry of Community and Social Services Video

Durham College was recognized in the 2012-2013 year by the Ministry of Community and Social Services Accessibility Ontario program when it featured the college in a video titled "*A Day in the Life of Allan*". The MCSS video, which was created in collaboration with the Accessibility Working Group, features Business Administration student Allan Angus and takes viewers on a journey through the City of Oshawa and Durham College's campus. The production served to highlight many of the college's achievements in universal design in both the built and instructional environments.

## Ontario University and College Health Association (OUCHA) Circle of Care Conference

On May 23 and 24 2013, Durham College hosted the OUCHA Circle of Care Conference. This conference attracted over 250 professionals from all aspects of college and university student services. The “Circle of Care” theme symbolized the importance of collaboration between providers of health, counseling, disability and administrative services in the post-secondary sector. The Director of Durham College’s CSD presented a panel discussion on Mental Health Innovation Funding Initiatives.

## Partnerships

CSD’s strong partnership with the Canadian Hearing Society resulted in these organizations delivering training to faculty on deaf and hard of hearing students in the 2012-2013 year. Additionally, a partnership was established with Nova Scotia Community College (NSCC) who visited the campus on March 5, 2013 to gain insight into what Durham College is doing in regards to universal design and accessibility. Several CAFÉ and Human Resources documents such as those pertaining to curriculum review, inquiry based evaluation, course outline development and classroom observation were shared and NCSS has agreed to share the products of their developing accessibility initiatives with Durham College as they unfold. This partnership with NSCC will serve to profile Durham College as a model of best practice to the national community and will ultimately enrich the college’s accessibility resources.

## Residence Outreach Program

The 2012-2013 year marked the first for the 24hr Outreach Program in Residence. This program, instituted in recognition of increasing mental health concerns in residence, allowed for faster case management of students in crisis and was significant in alleviating the need to call the Student Threat Assessment Team (STAT) in order to assist these students.

## Facilities:

Facilities continued the work of creating a built environment that is barrier free. Updates to the campus grounds included: the removal of 88 tripping hazards in various locations on campus, the repair of the asphalt in the C-Wing courtyard, the installation of a concrete sidewalk on the south side of the campus, the cleaning of the walkthrough and laying of gravel on the north side of the library, the installation of bollards for wheelchair access to walkways from parking lots and the repair of the walkout from the Student Services Building. Further, internal hands-free doors were installed in the SW and C wings of the Gordon Willey building. Finally, plans for the attendant washroom in the C-wing of the Gordon Willey building were completed and work on this washroom is set to begin once funding from the Accessible Enable Fund is received.

Further details on these and other achievements are outlined in the *Accessibility Plan 2012-2013 Progress Report* found in Appendix A.

## **Looking Forward: Accessibility Objectives for 2013-2014**

### **Expecting Diversity, Embracing Inclusion**

Durham College's mission states that "the student experience comes first". It is supported by a corresponding vision that "students succeed in a dynamic and supportive learning environment" and is sustained by the core values of Integrity and Transparency, Respect, Equal Access and Diversity, and Personal and Team Accountability (Strategic Plan, 2013). Durham College's accessibility planning to date has focused on removing barriers to success for individuals with disabilities with an overall aim to decentralize accessibility planning and to create a campus where concern for accessibility is integrated in everyone's work. As such, Durham College's accessibility planning has always reflected its mission, vision and core values. However, to some extent, planning for accessibility remains a reactive process, one that responds to accessibility requests as they arise, as opposed to a pre-emptive process that anticipates and reduces the overall need for support. This year, the college will aim to more fully embrace the target of an inclusive campus community by building on a mindset that diversity is the norm among those who live, work, learn and play on campus. By becoming more intentional about an inclusive approach campus-wide, the accessibility planning process becomes fully fused with the institution's mission, vision and core values.

As the number of individuals with disabilities on campus increases, the definition of "normal" or "average" necessarily changes. Given the trend toward increasingly higher attendance rates of individuals with disabilities at Durham College (AFSD Report, 2013), it is reasonable to expect that individuals requiring support in their living, learning and working conditions may near the number of those who do not require support in the coming years. To best meet these needs and to preserve core values of dignity, equal access and respect, it is appropriate for the institution to willfully embrace the principles of universal design; where programs products and environments are designed for maximum usage by people of all ages and abilities (Burgstahler, S., 2012). As universal design becomes increasingly realized on campus, requests for accommodations become minimized as a supportive environment becomes the standard. Such is the desired measurable outcome of Durham College's inclusive vision.

Ten years of accessibility planning have readied Durham College for this challenge. The collective movement towards accessibility that has already been achieved, the accessibility leadership status the college has attained, the various provincial and community accolades it has received, the updated accessibility and accommodation policies that emphasize inclusion, and the strong local, provincial and national partnerships that have been established in the name of accessibility, have all served to build the necessary foundation for the college to progress to a campus wide vision for inclusion.

The theme of Durham College's 2013-2104 accessibility plan, Expecting Diversity, Embracing Inclusion, will be realized through the implementation of three objectives: the development of a campus Wellness Promotion Strategy, a corresponding Communication Strategy for Inclusion Awareness, and continued commitment to the implementation of 2013-2015 AODA requirements. These objectives and their corresponding goals are outlined below.

## **Objective 1: Wellness Promotion Strategy**

As detailed in the Centre for Students with Disabilities annual report, the percentage of accommodations related to mental health on campus rose from 19% in 2007 to 27% in 2012. It is expected that this number will continue to increase. Therefore, it is paramount among the college's objectives for the 2013-2014 year to develop a comprehensive, campus-wide Wellness Promotion Strategy.

In accordance with this year's vision to Expect Diversity, Embrace Inclusion, the college will embark on a plan to promote widespread wellness on campus. Underpinning efforts toward this objective will be a fundamental shift in thinking from the traditional mental health perspective to one that emphasizes promotion and development of overall health and well-being for all. This holistic approach to wellness will encompass all aspects of what it means to be a healthy, productive and successful student or employee at Durham College.

Work in the 2013-2014 planning year toward this vision will centre on conducting the groundwork necessary to its achievement. Proposed groundwork goals include:

1. The establishment of the parameters of Durham College's Wellness Vision that include a measurable definition of wellness as it pertains the college's unique campus community.
2. The promotion of the Wellness Vision to campus and community stakeholders (see Objective 2 below).
3. Conduction of a comprehensive review of existing academic and non-academic policies and procedures, student life and involvement, health, counselling and disability related supports and services from a wellness perspective.
4. Draft a comprehensive wellness plan including the revision of existing supports and services and proposed new initiatives.

## **Objective 2: Communication Strategy for Inclusion Awareness**

The second objective of this year's plan, is to develop a communication strategy for disseminating the fundamental vision for inclusion and the parallel vision for comprehensive wellness. This strategy supports Durham College's 2013 Business Plan goal to "launch an Accessibility for Ontarians with Disabilities (AODA) awareness campaign in Fall 2013 so that everyone in the campus community understands the importance of this legislation and being an inclusive college" (pg. 8, DC Business Plan). Proposed goals toward the achievement of this objective include:

1. The establishment of an understood and measurable definition of inclusion and the role of universal design in the establishment of an inclusive educational and built environment.

- a. The integration of the Wellness Promotion Strategy into the overall vision for an inclusive campus.
  - b. The integration of Accessibility for Ontarians with Disabilities legislation into the overall vision for an inclusive campus
2. The identification of the primary vehicles by which an inclusive vision can be promoted such as: public and internal website, social media, email and print materials.
  3. The identification of the primary stakeholders involved in promotion of an inclusive vision at Durham College such as: Ministry of Community and Social Services, City of Oshawa and Region, agencies and societies, Durham Region Boards of Education and campus community stakeholders (i.e. faculty, staff, students, parents, alumni).

### **Objective 3: AODA Implementation of 2014-2015 Requirements**

In addition to objectives related to overall vision, Durham College will continue in the 2013-2014 planning year to implement present and upcoming AODA requirements. Proposed goals toward the achievement of this objective include:

1. Compilation of a chart outlining January 2014 and January 2015 deadlines for requirements related to each of the General, Employment, Information and Communication and Transportation Standards and Durham College's progress toward each.
2. Finalization of AODA –related training, namely that in regards to the Integrated Standards and Human Rights Code to meet January 2014 deadline.
3. Development and implementation of processes relating to the Employment Standard such as recruitment, information for employees and processes to accommodate employees to meet January 2014 deadline.
4. Development and implementation of processes relating to the Information and Communication Standard such as accessible formats and communication supports and the accessibility of libraries to meet January 2015 deadline.

### **Communication of the 2013-2014 Accessibility Plan**

By the time of public posting on September 30, 2013, the draft Accessibility Plan 2013-2014 will have been approved by the membership of the Accessibility Working Group, the Durham College Leadership Team and the Durham College Board of Governors. The final plan will reside with the Accessibility Working Group who will be responsible for overseeing its implementation and evaluation.

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## Appendix A

# **Accessibility Plan 2012-2013 Progress Report**

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## Objective 1: AODA Implementation

**Goals:** AODA is focused on ensuring the accessibility rights for people living with disabilities. To this end, it has developed five standards that outline accessibility requirements for public and private organizations that provide goods and services to the public (Dosis and Coffey, 2012). The Information and Communication, Employment and Transportation standards that follow have been harmonized into one regulation known as the Integrated Accessibility Standards (IASR). The requirements for IASR are being rolled out with compliance deadlines ranging from January 2012 to January 2025. The college will meet its AODA Implementation objective via the following goals.

Initiative	Department	Status	Progress to Date/Planned Adjustments
<p>1. <b>Develop and implement plans for all 2013 and some 2014 AODA Integrated Standards to ensure college compliance.</b></p> <p>This goal will involve examination of the IASR standards in order to extract and delineate those requirements whose compliance deadlines are in the 2013 and 2014 years. This goal will be facilitated by the already developed Integrated Accessibility Standards Regulation table, completion of which will guide IASR compliance work. It will also be facilitated by the <i>Integrated Accessibility Standards Tool Kit for Ontario Colleges</i>, a reference guide for IASR implantation at the college level.</p>			

**ACCESSIBILITY PLAN 2012-2013 PROGRESS REPORT**

<p><b>1a) Establishment of Accessibility policies</b></p> <ul style="list-style-type: none"> <li>• Develop, implement and maintain policies on how DC achieves or will achieve accessibility</li> <li>• Make the document available to the public</li> </ul>	<p>Office of VP, Student Affairs</p>	<p>Completed</p>	<p>The following policies and procedures were established and completed for Durham College:</p> <ul style="list-style-type: none"> <li>• Accessibility policy</li> <li>• Academic Accommodation for Students with Disabilities policy and procedure</li> <li>• Integrated Standards policy</li> </ul>
<p><b>1b) Accessibility Plans</b></p> <ul style="list-style-type: none"> <li>• Create a multi-year plan – review at least once every 5 years</li> <li>• Post plan on website</li> <li>• Prepare annual status report on website</li> </ul>	<p>Office of VP, Student Affairs</p>	<p>Completed</p>	<p>Annual Accessibility plan and Multi-Year AODA Integrated Standards plan were approved and posted to Durham College website in September.</p>
<p><b>1c) Procuring or acquiring Goods, Services, or Facilities</b></p> <ul style="list-style-type: none"> <li>• Incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities (except where it is not practicable)</li> </ul>	<p>Office of Finance</p>	<p>Completed</p>	<p>As of January 1, 2013, language was incorporated into the standard RFP template that will assist with meeting the AODA regulations of Procuring or Acquiring Goods, Services or Facilities. This AODA language can be modified for each purchase based on the requirements. Clients will be consulted before any RFP's are issued to ensure that any applicable AODA standards are incorporated. Subsequently, the scoring evaluation will also reflect additional points allocated to the vendors that can meet the AODA standards.</p>





**ACCESSIBILITY PLAN 2012-2013 PROGRESS REPORT**

<p>or course delivery and instruction</p> <ul style="list-style-type: none"> <li>• Must keep a record of the training provided, including dates and number of participants trained</li> </ul>			<p>after March 2013.</p>
<p><b>2. Develop and Implement Diversity 2.0 initiative</b></p> <p>This goal will involve development of the 2012-2013 Diversity Initiative on campus. Led by the Diversity Office, this initiative will be promoting diversity awareness through training and communication geared toward staff, faculty and student leaders. This initiative serves to set the backdrop for AODA compliance.</p>	<p>Diversity Office</p>	<p>Completed</p>	<p>Duane Aubin delivered Diversity 2.0 presentation on November 19, 2012 to over 70 students and staff.</p>
<p><b>3. Continue to implement UDL initiatives and awareness to faculty.</b></p> <p>This goal will involve the development of a plan towards continued promotion of UDL awareness and training. A preliminary step in this plan will be to establish an overall aim for UDL awareness and faculty training for the 2012-2013 year, subsequent evaluation of services already provided toward this end and corresponding identification of work left to be done. Once the outstanding needs are identified a plan for development and delivery of initiatives will be developed.</p>	<p>CAFÉ and CSD</p>	<p>Completed</p>	<ul style="list-style-type: none"> <li>• CSD developed content and video for faculty website that features disability specific resources and disability sensitive training.</li> <li>• Meghan Houghton facilitated universal design training session for all programs in both September and January start-ups.</li> <li>• CAFÉ team developed inclusive instruction video with input from CSD; and created approach and design for diversity module in teaching certificate program.</li> <li>• CSD has partnered with the Canadian Hearing Society to deliver faculty training about deaf and hard of hearing students.</li> </ul>

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<p><b>4. Implement Customer Service Standards Review recommendations</b></p>			
<p>4a) Add AODA information within the Accessibility internet site</p>	<p>Office of VP, Student Affairs</p>	<p>In progress</p>	<p>A section entitled AODA will be added to the college's Accessibility website. Current information about AODA and relevant documentation can be made available to the public.</p>
<p>4b) Provide updates and develop communications on ICE regarding AODA and accessibility issues</p>	<p>Office of VP, Student Affairs</p>	<p>Completed</p>	<p>Updated communications regarding AODA and accessibility issues are posted on ICE as soon as they are received.</p>
<p>4c) Develop an institutional Feedback policy and procedure.</p>	<p>Communications &amp; Marketing</p>	<p>In progress</p>	<p>DC Cares was launched in November 2012.</p>
<p>4d) Adhere to the Notice of Service Disruption procedure to ensure accurate and timely messaging of current and upcoming service disruptions is posted on the Accessibility site.</p>	<p>Office of CFO</p>		<p>The accessibility web-site currently hosts notices related to service disruption.</p>
<p>4e) Relocate Notice of service disruption to a more visible location on the college website.</p>	<p>Communications &amp; Marketing</p>		<p>Notice of service disruption is placed on the footer of the DC website (<a href="http://www.durhamcollege.ca">http://www.durhamcollege.ca</a>).</p>
<p>4f) Create and post a message on the main page of the Accessibility website indicating that any documents required by the Customer Service Standard are available upon request and can be provided in a format that takes a person's disability into account.</p>	<p>Office of VP, Student Affairs</p>	<p>Completed</p>	<p>May 28, 2012</p>
<p>4g) Develop a procedural guide that includes a list of AODA standards requirements to be used during the creation of new institutional policies and procedures to ensure AODA compliance.</p>	<p>Office of VP, Student Affairs</p>	<p>Completed</p>	<p>Updated the Policy Development Policy to incorporate AODA considerations as one of the policy statements.</p>

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4h) Review and update Accessibility website pages	Office of VP, Student Affairs Communications & Marketing	Completed	Changes have been made within ICE and on college website. Accessibility feedback will be streamlined with DC Cares feedback in 2013.
4i) Create and implement follow-up process for outstanding items within the Accessibility Incidents report	Office of VP, Student Affairs	Completed	DC Cares feedback will be sent directly to the implied service provider on campus with a CC to the VPSA office.

**Objective 2: Develop and Implement a College Mental Health Strategy**

**Goals:** Durham College will aim to continue to work toward mental health awareness initiatives and supports on campus. Work in this area for the current planning year will center on the goals outlined below.

Initiative	Department	Status	Progress to Date/Planned Adjustments
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<p><b>5. Assemble a Durham College mental health subcommittee</b>  A subcommittee of Accessibility Working Group members will be struck in order to focus and lead the work required to achieve goals 2-4 of this objective.</p>	<p>Campus Health Centre/CSD</p>	<p>Completed</p>	<p>A small working group was assembled to complete campus wide research on the status of student mental health. Findings informed a Mental Health Discussion Paper, to be released Summer/Fall 2013.</p>
<p><b>6. Submit proposal through E-net to create a Communities of Interest (Communities of Practice) forum for mental health and addictions in collaboration with diverse professional stakeholders within Durham Region – June 22 in partnership with Ontario Shores. The roles and responsibilities of the leadership, faculty and staff at Durham College as they relate to the AODA standards will be</b></p>		<p>In progress</p>	<p>A Communities of Interest proposal to the Evidence Exchange Network was submitted where Durham College planned to partner with Ontario Shores for Mental Health Sciences in order to generate knowledge of student mental health and create de-stigmatization practices. This proposal was not granted for the 2012-2013 year.</p> <p>Durham College is partnering with Trent University and Loyalist College to submit a Mental Health funding proposal.</p>



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developed for the 2012-2013 planning year.			
<b>9. Provide mental health services for the Whitby campus and Pickering Learning Site.</b>	CHC	In progress	Mental health Nurse shall be located at the Whitby campus throughout the academic year. This position will also support students at the Pickering Learning Site.
<b>10. Deliver the Residence Outreach Program through a tri-party partnership with Durham College, UOIT, and Campus Health Centre.</b>	CHC	Complete  Complete	Delivered the 24 hour residence outreach program. The early intervention significantly reduced the need for STAT meetings and EMS on campus. The Residence Outreach Worker shall be a new full time position as of August 2013.  Durham College hosted the OUCHA conference for delegates from the Ontario University and College medical, counseling, and disability services.

**Objective 3: Review of Accessibility Advocacy Award**

**Goals:** The Accessibility Advocacy award celebrates the wide-ranging accessibility efforts of the college and symbolizes the college's collective commitment to accessibility. In recognition of the importance of this award in upholding and commemorating an accessible campus culture, the college will endeavor in the 2012-2013 year to examine the ways in which the award is profiled, conveyed and conferred.

<b>Initiative</b>	<b>Department</b>	<b>Status</b>	<b>Progress to Date/Planned Adjustments</b>
<b>11. Review of the accessibility advocate award – profile/awareness</b>  AWG to revisit the nature, intent and current relevance of this award. The outcomes of this discussion will serve to frame the development and implements listed under goal 2 below.	Human Resources	Completed	Working group met and made recommendations to enhance the criteria and selection process.

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<p><b>12. Develop clear objectives and process for Award Selection Committee.</b></p> <p>Development and Implementation of the following measures:</p> <ul style="list-style-type: none"> <li>a. Call for Nominations Process to include both the criteria for who may nominate persons for this award and whether individuals may nominate themselves.</li> <li>b. Eligibility Criteria to include the parameters defining the nature of the accessibility work and initiatives that may be considered for this award.</li> <li>c. Selection Process to include a quantifiable evaluation rubric against which nominees are measured.</li> <li>d. Communiqué to the college community outlining all of the above.</li> <li>e. Terms of Reference for Accessibility Advocate Award Selection Team to include consideration of who is eligible to serve and the length of a selection team member’s term.</li> <li>f. Presentation Strategic Plan for college and community media coverage of award conferral.</li> </ul>			
<p><b>13. Develop matrix and rubric.</b></p>			



## **APPENDIX B**

### **2012-2013 Accessibility Working Group Members**

Meghan Houghton, Co-chair, Centre for Students with Disabilities

Kelly Bailey, Co-chair, Human Resources

Allan Angus, student

Amanda Cappon, Campus Health Centre

Angie Paisley, Student Affairs

Brandon Carson, Communications and Marketing

Cindy Foley, Continuing Education

Karen Anderson, Community Integration through Cooperative Education

Kathy Lazenby, Campus Health Centre

Kirston Arbour, Centre for Students with Disabilities

Marc Athanas, Residence

Margaret Greenley, Student Affairs

Maureen Calhoun, School of Applied Science and Technology

Maureen Wideman, UOIT

Ralph Aprile, Facilities and Ancillary Services

Rhonda Christian, School of Interdisciplinary and Employment Services

Sandy Odrowski, C.A.F.E

Scott Bronson, Campus Safety and Security

Shelley Chard, School of Skilled Trades and Apprenticeship

Angela Wood, Athletics

Laurie Coleshill, Library

### **Community Members**

Eddie Forsyth, Accessibility Experts Ltd